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ABSTRACT

Chapter 1 discusses what outreach is, why this service is needed and what it can do. Chapter 2, is concerned with outreach personnel including a job description, recruitment, selection, salary, working hours, training and supervision. Chapter 3 covers how to select the outreach service area, making canvassing assignments and pre-canvassing activities. Chapter 4 discusses the activities of the outreach worker, how to interview, and other suggestions for interviewing. Chapter 5 refers to the referral and follow-up processes discussed in the other manuals of this series. (Other manuals in this series are available as LI 003187 through LI 003194). (Author/NH)

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Information and Referral Services:

REACHING OUT

(Working Draft)

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Nicholas Long, Ph.D.
Project Director
February 28, 1971

Foreword

Using the Manual

Chapters 2 (Outreach Workers), 3 (Canvassing), and 5 (Referral and Follow-Up) are written for the Information and Referral Center manager and other administrative staff. Chapter 4 (Interviewing) is for the outreach workers. Chapter 1, which introduces the reasons for an outreach service, should be read by both the administrative staff and the outreach workers.

The administrative staff should acquaint themselves with all sections. And the outreach workers, if interested should read Chapters 2, 3, and 5.

Chapter 1: Introduction

What is Outreach

Outreach takes the services of information and referral out of the center and into the community. Outreach workers are skilled in talking to people and knowledgeable about their community. They contact people in their homes in an effort to help them use community services.

Why an Outreach Service

The purpose of the information and referral center is to link community services with people who need them. Unfortunately, there are many older people who, without special help, are unable to make use of services in the community. People are often unaware of services which exist. Some cannot read or do not own a television or radio, so they don't hear about helping services. Some have no way of getting in touch with others. And in addition to these problems, people are often afraid to ask for help. Therefore, the information and referral center wants to reach out to people who are now unable to find help for their problems.

What an Outreach Service can Do

One of the reasons for an outreach service is to give information. Many people are unaware that there are services available to help them.

> For example, an outreach worker might be talking to an older man who does not have enough money. The worker may find that the man is eligible for an aid program such as Social Security or Old Age Assistance, but that he is unaware of his eligibility.

Not only can the outreach service give information, it can also help the person make contact with the helping service.

> The outreach worker might make an appointment for an older person at a community agency. He may talk to the agency on behalf of the older person and arrange transportation for him.

The outreach worker is also very important in helping the older person feel at ease in using community services. Many people are afraid to talk to others, especially when it means telling them of their problems. The outreach worker can reassure the person that he has a right to the help which the community can give.

By reaching out into the community, the information and referral center is also "spreading the word" about the help that the community can give.

> In talking to an older person the outreach worker may find that he does not have a problem now. However, six months later the older person may have difficulty and remember his talk with the outreach worker. He may then call the information and referral center to ask for help.
>
> Or in talking to a younger person the worker might find that he has a mother or father who could use help.

Finally, the outreach service can aid the community by learning about older people, particularly those who do not usually come to the attention of others.

> For example, the outreach service might find that many older people are living in poor housing. The community, with this information, is in a position to do some useful planning with its citizens.

Chapter 2: Outreach Workers

Job Description

The job of the outreach worker is to link older people who have needs with places which can help meet those needs.

To do this job, the worker helps the older person be at ease in talking about the way his life is going. Then the worker decides with him what problems he has.

To find help for the problem, the worker knows what places in the community help others, exactly what help each gives, and which people can receive help at each place.

After learning about the needs of the older person and the places which can help him, the outreach worker brings the two together. He gives information about community service. And he helps the older person feel at ease in receiving help.

In doing his job the worker reads about community services and records information about people's needs on simple forms.

The outreach worker's job is done by visiting each home in areas of town where many older people live. The worker finds out if an older person lives at the home where he is calling and, if so, whether he has a need which is not being met.

Recruitment

When you are ready to hire your outreach workers, you should try to think of older people who are familiar with the community and who you feel might be good candidates for the job. Perhaps you know men

and women who have been active in senior citizens' groups, church groups, etc. Or possibly you can contact someone who is familiar with active, older people, such as the director of a senior citizen group. You can also list the job openings with the state employment office.

Selection

There are five basic criteria to consider in selecting an outreach worker. First, he should be an older person, approximately 55 years of age or more.

Second, the outreach worker must be physically able to do the job. He must be able to work a four-hour day and spend a good deal of those four hours on his feet, either standing and talking to others, or walking in his canvassing activities. He will also need to be able to climb stairs to reach the people he wants to interview. Therefore, you will want to ask the person applying for the job about any recent injuries or illnesses (e.g., leg injury, stroke, etc.) which he might have had, as well as any chronic illnesses which might affect his ability to work (e.g., heart condition, bad back, breathing difficulties, etc.). If you have any doubt about his ability to perform the job, for his sake and yours, you should obtain his written permission to call his doctor or clinic to discuss his medical situation.

Third, the person must be able to read and write. He will need to fill out forms connected with the outreach activities and will need to read non-technical material related to community resources. He will need at least a sixth grade reading level. You can probably judge how

he reads and writes by asking him about former jobs.

> For example, if the person has worked as a secretary, a shipping and receiving clerk, or in some similar job, you can pretty well assume that he will have sufficient reading and writing skills.

Also you can ask him if he reads the newspaper regularly.

Fourth, the person who wishes to be an outreach worker must possess the ability to communicate clearly. While you are interviewing him, pay close attention to how he communicates to you. Is his speech clear? Are his remarks reasonably brief and to the point? It is not at all important whether he uses "proper" grammar, but he must make himself understood to others. Does he seem to understand what you are saying to him? At the end of your interview with him, if you still have a question in your mind about how well he communicates, you might ask him to try a little "acting." He would take the part of the outreach worker and would try to explain the information and referral service program to you, who will be taking the part of an older person.

Fifth, the worker must be able to make others feel comfortable with him. Without this quality, people with whom he talks will not feel free to give information or to receive the assistance which he can give. Check whether his appearance and manner of speech are reasonably similar to those of the people whom he will be interviewing. You might have second thoughts, for example, about hiring a man who looks and talks like a top executive, since he will be interviewing low-income elderly. In addition get an idea of whether he is liked by others. Does he have a number of friends? Does he participate in social activities, such as church groups or clubs? Do <u>you</u> like him?

You can see that the last two criteria, being able to communicate clearly and having the ability to make others feel comfortable, are qualities which have to be analyzed "subjectively." That is, you must use your own reaction to the person.

Since such judgments are difficult to make, you should allow for some "mistakes" when you hire people. Depending on your specific situation, you might want to hire approximately 50% more workers than you will ultimately need for the program. You can expect to lose about a third of the people because either you or the worker has decided that this is not a suitable job for him. This may happen either during training or during the first few days on the job. Others will drop out because of medical problems or other personal situations.

> As an example, if you want to end up with approximately ten outreach workers it is desirable to hire 15 initially.

It should be pointed out to the workers that the initial hiring is probationary, and that not all workers will be retained after the first month of the program. If some qualified workers must be let go at the end of the probationary period, their names should be kept on file as substitutes, in case of emergency.

To summarize, the main points you should consider in selecting an outreach worker are:

1. The person should be approximately 55 years of age or older.
2. He should be able to be on his feet for four hours a day and be able to climb stairs.
3. He must be able to read and write.
4. He should be able to communicate clearly.
5. He needs to be able to make others feel comfortable with him.

Salary

The amount that outreach worker should be paid will vary depending on local wage conditions. It will probably be between $1.50 and $2.25 an hour. To decide on the appropriate pay for your area, call your local state employment service. Describe to them the job duties of an outreach worker and ask them how much is paid for similar jobs in your community.

Some of your outreach workers might be receiving Social Security benefits. It is important for you to know that these workers can earn up to $1680 a year without losing any of their benefits.*

> As an example, at $2.00 an hour, the maximum they could work and not earn more than $1680 is 42 weeks at 20 hours per week.

If a number of your workers are in this situation you will want to schedule their time in advance so that their 10 weeks away from the job will not fall at the same time, unless you want to suspend the outreach function for a specified amount of time, such as during particularly cold or hot months or because the I & R center wants to focus its efforts on another activity for a particular period.

For earnings between $1680 and $2880, one dollar is deducted from Social Security benefits for every two that the worker earns. After $2880 one dollar is deducted for each dollar earned.* Some of your workers might be willing to earn up to $2880, as they would be losing only part of their benefits. You will need to work out these arrangements with them and make your decisions based on the workers' situations, your need for their time, and your financial and time situation.

* This figure is accurate as of January 1971.

Other workers may be receiving some kind of public assistance, such as Old Age Assistance, Aid to the Disabled, or General Relief. Have the outreach workers contact their social workers to see if there are arrangements made for working recipients to keep all or part of their earnings. If these arrangements aren't made, you may be able to work out an agreement with the welfare department.

Working Hours

The best time for conducting interviews seems to be from about 9:30 a.m. - 12:30 p.m. Before 9:30 many people will be sleeping or not prepared to receive callers. And after the lunch hour many older people nap.

To allow time for the outreach workers to discuss the results of the previous day with you and to receive their new assignments, it is suggested that they report to the center at 8:30 a.m. (After the workers become quite familiar with their job, particularly if transportation or weather is a problem, you may want to have them report less often. Or you may ask them to report in at different times in the morning so that you can talk to them individually.) Of course, there will be days when the workers spend more of their time at the center to participate in ongoing training, group meetings, etc. The outreach workers will then be working four hours a day, five days a week. (Working 20 hours a week at $2.00 an hour is compatible with the Social Security maximum. See previous section, Salary.)

Occasionally, there may be a need for an outreach worker to be available in the evening or weekend to contact people who are not home at other times, but these occasions will probably be rare and can be worked out on an individual basis.

Training

Initial training of the outreach workers is discussed in the manuals Information and Referral Services: A Guide for State and National Administrators, and Information and Referral Services: A Training Syllabus.

The kind of ongoing training you will have will depend on the needs of your workers. It will probably center around learning about community resources and improving interviewing skills. Outside people can be used as resources, if you wish, and the training sessions should employ a variety of techniques (speakers, role playing, discussion, etc.). For further ideas about the content and techniques of training refer to the manuals mentioned above.

Since your workers will be having daily contact with people who have physical problems, it is suggested that you arrange for a first aid course. The American Red Cross will provide this for no fee, other than a small charge for a textbook. The course will take about 12 hours. To contact them look up the phone number of the American Red Cross. If there is no listing, call the chamber of commerce to find out who is the First Aid Chairman for your county.

Supervision

The basic objective of the information and referral center is to help older people use the resources which exist for them in the community. The people whom you supervise are the "go-betweens" for the older person and those community resources. Therefore, your service will be only as good as the people who are serving as the "go-betweens." Because of this, you should maximize the talents which your outreach workers possess. You need to give them sufficient information to do the job adequately, and you should encourage them to do the best job they can.

There has been much that has been written about how to supervise people and you can no doubt find books and articles on the subject in your library, if you are interested.* The following will give you in a very brief form some of the basic ideas.

The way in which you follow up might be called "taking the middle ground." You should follow up to the extent that you have a fairly good idea of what results your outreach workers are achieving and so that you are familiar with any problems they might be having. At the same time you don't want to exercise too much control so that you take away their confidence in themselves and stifle new ideas they might have about performing their job.

If you think of the people that you have worked under in the past whom you feel are "good bosses," you will probably find that those are people who encourage your ideas and are open to your thoughts. You will want to try to do the same,because it will keep up the morale of your workers, and because you will want to make use of their ideas to improve the outreach service. The kinds of ideas you want from them could be classified into two categories. One would be new ideas about how better results might be obtained.

> For example, an outreach worker might come up with the idea that it would be best to do the work in pairs rather than individually.

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* The following may be referred to for further information about supervision:

1. Bradt, A. Gordon, The Secrets of Getting Results Through People. Parker Publications, Inc.; West Nyack, New York, 1967.

2. Given, W. B., Jr., How To Manage People. Prentice Hall, 1964.

Many ideas that outreach workers give you will probably be good. These workers are "on the ground floor" and perhaps have a more realistic picture of just what is happening in the lives of older people than you as a supervisor do. Give careful consideration to each idea, regardless of how far-fetched it might seem in the beginning. Of course, you will have to temper some of the ideas with your own thoughts and with realities, such as budget considerations, staffing, etc. But if you do decide not to implement an idea that an outreach worker has suggested to you, be sure to tell him why you are not doing it and have a good discussion with him about his reaction.

The second kind of idea that you want to encourage is the workers' ideas about how you as a supervisor are acting towards them and how they perceive other people on the staff behaving towards them. Workers are, of course, often reluctant to come up with such statements because they are fearful of provoking your disfavor or perhaps losing their job. Therefore, try to set aside a time that you want to discuss these types of things. And, of course, when unpleasant remarks do come up, you should try not to act emotionally,but rather to consider thoroughly what they are saying to you.

You will probably find in working with your groups of outreach workers that there are considerable individual differences among them. For example, one person might be particularly good in knowing details about resources which exist in the community, while another might be somewhat lax in that, but might have a particularly good skill in interviewing. While you will want to help people who have gaps to improve their performance, it is likely that some individual differences will still exist. You can make effective use of these differences.

> For example, if you have one worker who is particularly knowledgeable about resources, you might have that worker explain the resources to the other workers. Or if you have a worker who is particularly good in interviewing you might have that person do more actual outreach interviews and assign other people to some other tasks which may need to be done in the office.

Of course, you will want to explain differential assignments, and get your staff's reaction to this way of dividing up the work. The person who is good in interviewing may prefer not to do that all the time; he may prefer to have a variety of tasks.

Praise is the most potent tool you have to maintain and improve the quality of your workers' performance. It is suggested that you use praise frequently and that you be quite specific about what you feel is good in the person's work.

> For example, you would not want to say such things,as, "You did a good job today," or "I like the way you talked to Mrs. Jones." Rather you would want to come up with more specific statements such as, "I am very pleased that you were able to help Mrs. Jones use the recreation center, because I know she was quite hesitant to do so" or "I am quite happy with the way in which you have been following up with your clients. I notice on your report today that you contacted Mr. Smith, Mrs. Long, and Mrs. Harrison and made sure that they all received their first Old Age Assistance checks."

In addition to wanting to make your praise specific and frequent, you also want, of course, to base it on fact. In other words, you would only want to tell someone that what he has done is good if you actually feel that it is.

An effective way of discussing a job problem is to ask the worker to judge his own performance. You could say something like "And how do you think you can improve? How can I help you to do a better job?" By using this technique, you avoid attacking the person and you emphasize your willingness to be of help.

In discussing the problem, you and the worker need to talk about specifics. If he is having trouble doing adequate follow-up, talk about some of his recent cases as examples. See if the two of you can decide on what he needs to do to obtain better results.

You should always discuss a problem in a private place so that the worker is not embarrassed in front of others. And, of course, you will not talk with other workers about the comments you have made.

Elements of Supervision

One of the first things that you, as a supervisor, want to communicate with your supervisees is the results you expect them to achieve.

> For example, if you expect the outreach workers to refer at least one out of ten people they visit to a community resource, specify this to them. If they have a difference of opinion about the goals you set, you can discuss it with them.

Along with this, you should emphasize results more than activity. In other words, if one of your outreach workers is dealing with a woman who is in need of new clothing, you would want to emphasize not the fact that the outreach worker should visit her again, but rather that he should do those activities which would result in her getting new clothing. With the inexperienced outreach worker you will, of course, have to tell him what activities he can do to achieve this result. The emphasis should be on results rather than time spent in activities.

Just as important as setting goals is to follow-up on those goals. In other words, if you have told your workers that they should refer one out of ten people they interview, then you will want to check, probably on a weekly basis, how many referrals they are making. If there is a

great variance from the goal of one out of ten, you will want to discuss this, so that you can decide with them how they can improve. Also, you want to let them know that you do consistently follow-up.

One way of helping your outreach workers to arrange their day is to ask them to arrive at 8:30 a.m. to discuss their previous day's results and to pick up their assignment sheets, which you will have prepared in advance. Then they can be canvassing from 9:30 to 12:30. You will also need blocks of time to deal with particular issues which arise, and to continue training. You will probably want to set up a weekly group meeting. Initially, you will want to allow time to meet with each worker individually, perhaps once a week.

Supervisor's Job Duties

When you begin your job as an outreach supervisor it will be worth your while to list the duties which seem to be involved in the job.

For example, the list would probably include such things as:

1. Making individual assignments for workers to do door-to-door canvassing.
2. Reviewing the worker's activities and discussing them with him.
3. Preparing reports.
4. Meeting with others on the administrative level of the organization.
5. Explaining the outreach service to other people in the community.

After you have listed all these duties as well as you can, try to rank them in order of priority.

For example, do you feel that making the assignments or following up on them is more important? Or is it more important to talk to others about your outreach service than it is to keep records?

After you have ordered these in terms of priority, try to give some idea of what would be a reasonable amount of time to spend in the activities. Of course, as you progress in your job the nature of some of the duties will change and your priority list might be altered. But the important thing to remember is that you should rationally make a decision, perhaps with your immediate supervisor, about what you feel your duties are, what priorities you set on various job duties, and what amount of time you think will be involved in the various tasks. Periodically, (perhaps every six weeks), it is a good idea to review your duties, priorities, and time allotments to see how closely you are coming to following what you originally set up. If it differs greatly, you will want to reconcile those differences.

In carrying out the duties that are involved in your job, one of the most important things you can do is to prepare in advance. When making block assignments to individuals for canvassing, you will want to have decided on specific assignments before talking to the workers. This will save them time and will help to have your approach more organized.

Chapter 3. Canvassing

How to Select the Outreach Service Area

There are 12 steps which you will need to follow to use your census tract data in deciding upon your outreach area. In order to reduce the time involved in selecting the outreach area, the first two steps result in eliminating from consideration approximately one-half of the census tracts in your city. This is done by considering only those census tracts where the median* age is above the median age for the total city. (It would be handy if you could use the median to decide on which census tracts have the greatest number of older people, but unfortunately this would steer you in the wrong direction. Frequently census tracts are homogeneous, that is, many people of the same age tend to live together in an area. Therefore, if the median age for a tract is 50, it could be that everybody in the area is about 50 and very few are over 65.

Even though half of the tracts have been eliminated, if you are dealing with a large city it will probably seem that you mave a monumental task ahead of you. Actually, if you follow the steps listed very carefully and allow yourself plenty of uninterrupted time you won't have any problem. You will probably be able to deal with about ten tracts an hour. Therefore, if you are dealing with a small city such as Mini-City (see Appendix C), which has 23 tracts, you will want to allow yourself approximately 2½ hours to complete the steps which are listed in the next few pages. If your city is considerably larger such as Maxi-City (see Appendix D), which has 188 tracts, you will want to allow yourself more time. In the case of Maxi-City, you would need approximately 19 hours, or 2½ days.

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*The median is a statistical term indicating the middle value in a distribution. In this case it indicates the middle age, that is, one-half of the people would be older and one-half younger than this age.

The first step in developing the outreach service is to decide which area of the community will receive the services. To do this it is necessary to know where many of the elderly live. Sometimes there are available in communities directories or other kinds of survey information that give people's names, ages, and addresses. This information is not the best to use in doing outreach because the directory quickly becomes outdated. Also, the outreach service wants not only to reach the older person, but relatives of older people and concerned friends. Frequently the older poor person, particularly the one who moves around a lot, would not be included in this type of directory. Therefore, what is needed is general information about where the older poor people in the community tend to live.

The best information of this type is census tract data. This data gives information about different areas in the community, including the age and income level (of people by tract). Census tract data has been compiled for many metropolitan areas of 50,000 or more. To see if your area has been tracted see Appendix A. If the data has been compiled, go right on to the next section, "What to do If You are Using Census Tract Data." If census tract data is not available skip the next section and go on to section "What to do If You are Not Using Census Tract Data."

If You are Using Census Tract Data

If your community has been tracted, you will be able to obtain or borrow a copy of the census tract data from the Department of Commerce. For the regional office nearest you, see Appendix B.

Before you begin using the data you will need a copy of the census tract map which you can mark on. If you have been given your census tract data, you can use that one. If you have borrowed it you will want to have a copy made (perhaps more than one) which you can mark on. In addition, you will need filing cards -- one for each tract which you will be considering. It is also helpful to have an adding machine or preferably a calculator. These are not essential pieces of equipment but would be especially helpful if you are dealing with a large city. Perhaps you can borrow or rent this equipment, if it is not readily available from the local university, health, and welfare council, etc.

1. In the census data for your city, turn to Table P-2, Age, Color, and Marital Status of the Population, by Sex, by Census Tracts. In the second row of numbers down the left hand side of the page in Table P-2 you will find a figure which says median age. (See the area indicated by "a" on the sample on the following page.) In the first column after this there will be a median age for the total male population and for the total female population. Write these figures down.

2. As you will note by the numbers indicated by "b" in the sample table, a median age is given for the male and female population for each tract. Go through the census tracts for your city one by one and make a file card for each tract (put the number of the tract in the right hand corner) where either of the median ages is higher than the total population median ages which you wrote down in step 1.

   For example, if the median age for the total is 35.7 for males and 32.4 for females and tract 0004 has listed 31.8 for males and 32.7 for females you would list tract 0004 since 32.7 is higher than 32.4.

   Because you have selected for consideration only those tracts where the median age is higher than the total median age, you will not have file cards made out for slightly more than half the census tracts in your area.

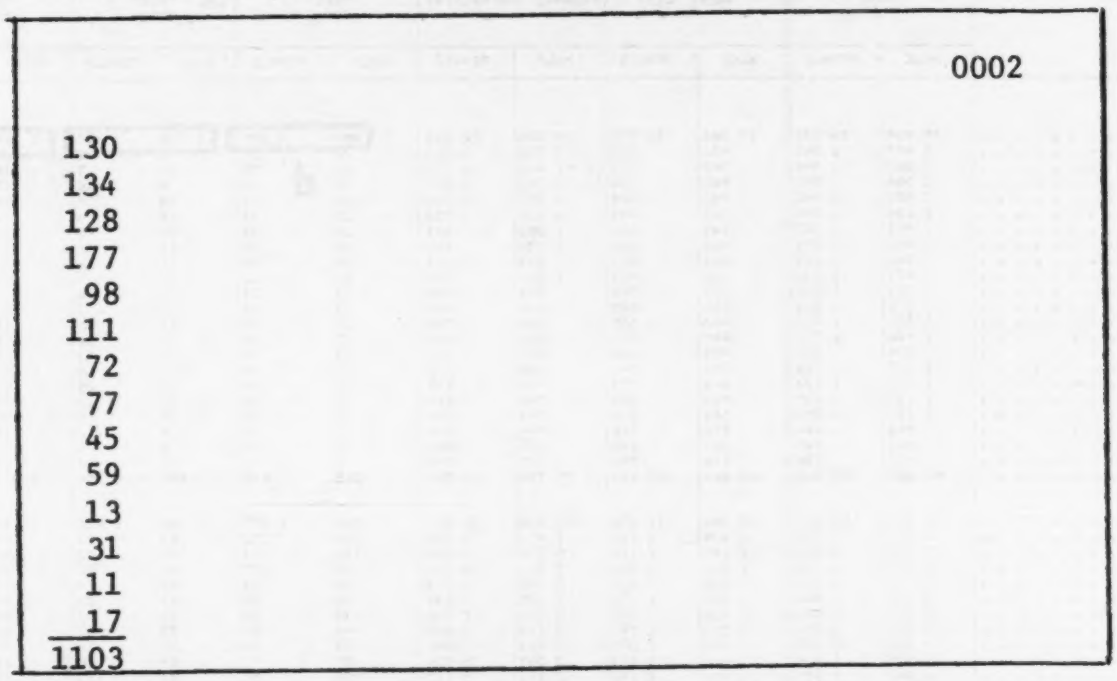
3. For each of the tracts for which you have just made cards, you will want to add up the number of people who are 65 or older. Looking at the same sample of Table P-2 you can see that the number of people in each tract is categorized into age groups spanning five years. To find the number of people older than 65 you will want to take in the following categories: 65-60, 70-74, 75-79, 80-84, 85 and older.

Table P-2.—AGE, COLOR, AND MARITAL STATUS OF THE POPULATION, BY SEX, BY CENSUS TRACTS

[Median not shown where base is less than 50]

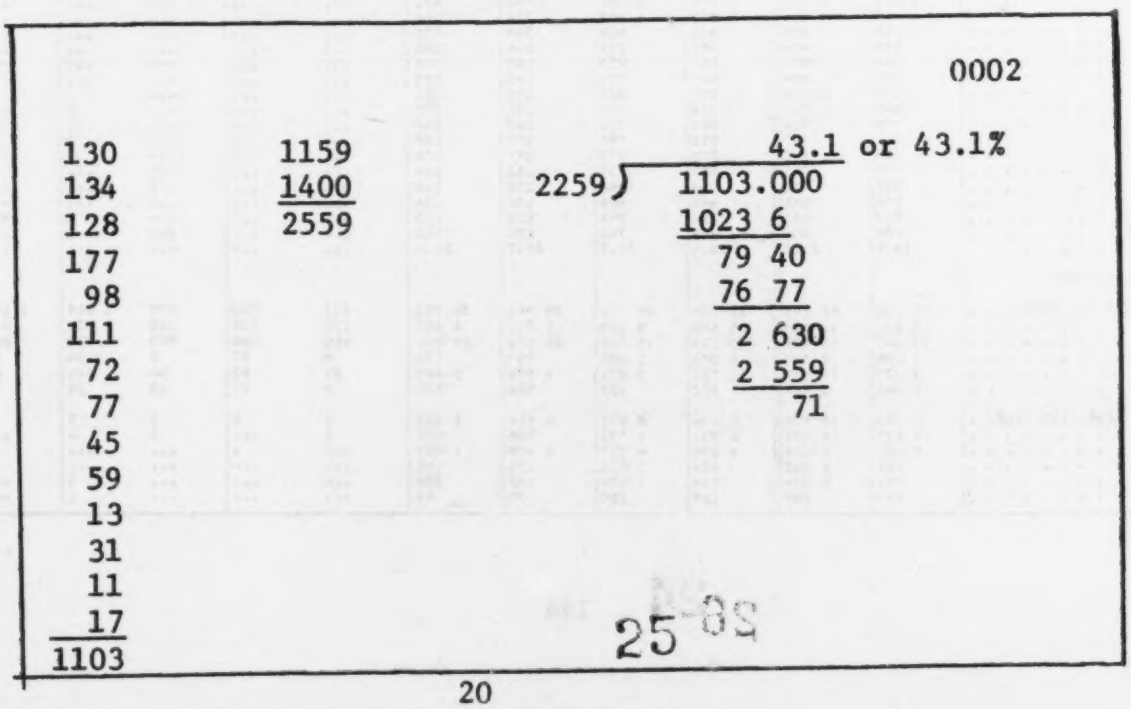
SUBJECT	COUNTY						MINI CITY					
	TOTAL		MINI CITY		BALANCE (UNTRACTED)		TRACT 0001		TRACT 0002		TRACT 0003	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
AGE												
TOTAL	76 804	84 076	27 566	31 978	49 238	52 098	984	1 077	1 159	1 400	1 364	1 764
UNDER 1 YEAR	1 473	1 546	851	483	1 022	1 063	28	19	8	14	15	14
1 YEAR	1 623	1 648	507	475	1 116	1 173	33	30	10	7	14	21
2 YEARS	1 566	1 545	464	480	1 102	1 065	30	17	8	10	17	15
3 YEARS	1 578	1 482	493	428	1 085	1 054	26	23	10	7	17	14
4 YEARS	1 634	1 484	524	449	1 110	1 035	23	33	15	8	14	11
5 YEARS	1 573	1 382	485	439	1 088	943	25	26	16	8	16	14
6 YEARS	1 450	1 377	424	424	1 026	953	24	27	11	10	7	11
7 YEARS	1 442	1 488	449	474	993	1 014	34	34	11	11	14	15
8 YEARS	1 434	1 333	428	419	1 006	914	27	21	12	7	16	22
9 YEARS	1 321	1 246	399	382	922	864	22	23	13	4	16	16
10 YEARS	1 372	1 289	458	402	914	887	27	23	13	12	23	14
11 YEARS	1 336	1 332	448	437	888	895	23	22	22	12	15	27
12 YEARS	1 466	1 344	490	419	976	925	29	22	17	18	16	12
13 YEARS	1 436	1 387	437	446	999	941	22	19	18	20	19	23
14 YEARS	1 133	1 094	369	361	764	733	17	14	11	18	21	11
15 YEARS	1 119	1 128	372	373	747	755	21	24	12	25	12	20
16 YEARS	1 109	1 037	365	339	744	698	20	18	17	13	26	15
17 YEARS	1 107	1 093	364	374	743	719	12	19	14	19	24	23
18 YEARS	764	844	270	328	494	516	7	12	9	11	16	13
19 YEARS	628	749	247	265	381	484	6	9	8	6	14	14
20 YEARS	633	726	254	286	379	440	3	7	11	9	13	13
21 YEARS AND OVER	49 607	57 522	18 868	23 495	30 739	34 027	525	635	895	1 154	1 017	1 423
TOTAL	76 804	84 076	27 566	31 978	49 238	52 098	984	1 077	1 159	1 400	1 364	1 764
UNDER 5 YEARS	7 874	7 705	2 439	2 315	5 435	5 390	140	122	49	43	79	78
5 TO 9 YEARS	7 220	6 826	2 185	2 138	5 035	4 688	132	131	63	40	69	78
10 TO 14 YEARS	6 743	6 446	2 202	2 065	4 541	4 381	118	100	81	80	94	87
15 TO 19 YEARS	4 727	4 851	1 618	1 679	3 109	3 172	66	82	60	74	92	85
20 TO 24 YEARS	3 427	3 995	1 297	1 474	2 130	2 521	35	49	41	59	60	71
25 TO 29 YEARS	3 909	4 209	1 318	1 495	2 591	2 714	40	52	41	32	65	72
30 TO 34 YEARS	4 629	5 257	1 510	1 791	3 119	3 466	61	83	35	50	56	83
35 TO 39 YEARS	5 182	5 843	1 690	2 003	3 492	3 840	59	95	53	76	75	73
40 TO 44 YEARS	4 975	5 679	1 608	2 043	3 367	3 636	77	77	55	89	88	131
45 TO 49 YEARS	4 892	5 577	1 661	2 140	3 231	3 437	56	57	91	110	87	136
50 TO 54 YEARS	4 475	5 224	1 702	2 123	2 773	3 101	60	56	93	141	110	149
55 TO 59 YEARS	4 530	4 996	1 851	2 243	2 679	2 753	33	36	130	134	115	168
60 TO 64 YEARS	4 109	5 032	1 805	2 405	2 304	2 627	29	41	128	177	112	173
65 TO 69 YEARS	3 908	4 709	1 784	2 323	2 124	2 386	26	40	98	111	99	157
70 TO 74 YEARS	3 187	3 675	1 518	1 865	1 669	1 810	32	24	72	77	88	112
75 TO 79 YEARS	1 727	2 178	808	1 065	919	1 113	14	23	45	39	46	57
80 TO 84 YEARS	846	1 141	375	513	471	628	3	6	13	31	13	35
85 YEARS AND OVER	448	733	195	298	249	435	3	3	11	17	10	18
MEDIAN AGE	34.9	37.6	38.6	42.5	32.9	34.6	25.1	30.2	30.6	31.7	45.2	49.6
WHITE	63 310	69 083	17 362	20 487	45 948	48 596	983	1 076	1 158	1 393	1 362	1 762
UNDER 5 YEARS	6 214	6 002	1 227	1 093	4 987	4 909	140	122	49	43	79	78
5 TO 9 YEARS	5 763	5 405	1 102	1 081	4 661	4 324	132	131	63	40	69	78
10 TO 14 YEARS	5 471	5 217	1 270	1 159	4 201	4 058	118	100	81	80	94	87
15 TO 19 YEARS	3 830	3 912	967	1 000	2 863	2 912	65	82	60	74	92	85
20 TO 24 YEARS	2 661	3 074	714	741	1 947	2 333	35	49	41	59	60	71
25 TO 29 YEARS	3 187	3 315	759	786	2 428	2 529	40	52	41	32	65	72
30 TO 34 YEARS	3 759	4 203	835	962	2 924	3 241	61	83	35	50	55	83
35 TO 39 YEARS	4 283	4 820	976	1 183	3 307	3 637	59	95	53	75	75	73
40 TO 44 YEARS	4 230	4 767	1 026	1 325	3 204	3 442	77	77	55	89	88	131
45 TO 49 YEARS	4 181	4 644	1 110	1 391	3 071	3 253	56	57	91	107	87	135
50 TO 54 YEARS	3 790	4 375	1 164	1 450	2 626	2 925	60	55	93	140	110	148
55 TO 59 YEARS	3 811	4 195	1 294	1 606	2 517	2 589	33	36	130	134	114	168
60 TO 64 YEARS	3 412	4 294	1 266	1 811	2 146	2 483	29	41	127	177	112	173
65 TO 69 YEARS	3 330	4 094	1 335	1 864	1 995	2 230	26	40	98	111	99	157
70 TO 74 YEARS	2 795	3 214	1 228	1 517	1 567	1 697	32	24	72	75	88	112
75 YEARS AND OVER	2 593	3 552	1 089	1 518	1 504	2 034	20	32	69	107	75	111
MEDIAN AGE	35.9	38.5	44.0	48.3	33.2	35.0	25.2	30.1	30.5	31.7	45.2	49.6
NONWHITE	13 494	14 993	10 204	11 491	3 290	3 502	1	1	1	7	2	2
UNDER 5 YEARS	1 660	1 703	1 212	1 222	448	481	...	...	...	...	...	...
5 TO 9 YEARS	1 457	1 421	1 083	1 057	374	364	...	...	...	...	...	...
10 TO 14 YEARS	1 272	1 229	932	906	340	323	...	...	...	...	...	...
15 TO 19 YEARS	897	939	651	679	246	260	1	...	...	...	...	...
20 TO 24 YEARS	766	921	583	733	183	188	...	...	...	...	...	...
25 TO 29 YEARS	722	894	559	709	163	185	...	...	...	...	...	...
30 TO 34 YEARS	870	1 054	675	829	195	225	...	...	...	...	1	...
35 TO 39 YEARS	899	1 023	714	820	185	203	...	...	...	1	...	...
40 TO 44 YEARS	745	912	582	718	163	194	...	...	...	...	...	...
45 TO 49 YEARS	711	933	551	749	160	184	...	...	...	3	...	1
50 TO 54 YEARS	685	849	538	673	147	176	...	1	...	1	...	1
55 TO 59 YEARS	719	801	557	637	162	164	...	...	...	...	1	...
60 TO 64 YEARS	697	738	539	594	158	144	...	...	1	...	...	...
65 TO 69 YEARS	578	615	449	459	129	156	...	...	...	...	...	...
70 TO 74 YEARS	392	461	290	348	102	113	...	...	...	2	...	...
75 YEARS AND OVER	424	500	289	358	135	142	...	...	...	...	...	...
MEDIAN AGE	29.8	31.8	30.6	32.7	26.7	28.6	...	...	...	...	...	...
MARITAL STATUS												
TOTAL, 14 YEARS AND OVER	56 100	64 193	21 109	25 821	34 991	38 372	611	738	977	1 255	1 143	1 532
SINGLE	12 836	11 652	5 500	5 223	7 336	6 429	128	135	205	235	225	294
MARRIED	38 847	39 879	13 276	13 988	25 571	25 891	458	488	703	719	820	838
SEPARATED	1 598	2 358	1 044	1 583	554	775	5	27	8	24	35	53
WIDOWED	3 327	10 875	1 751	5 672	1 576	5 203	21	92	56	265	66	338
DIVORCED	1 090	1 787	582	938	508	849	4	23	13	36	32	62
NONWHITE, 14 YEARS AND OVER	9 303	10 850	7 116	8 457	2 187	2 393	1	1	1	7	2	2
SINGLE	2 687	2 271	2 091	1 792	596	479	1	...	1	4	...	...
MARRIED	5 707	6 266	4 278	4 777	1 429	1 489	...	1	...	...	2	...
SEPARATED	762	1 212	626	1 032	136	180	...	...	...	...	2	...
WIDOWED	711	2 014	579	1 628	132	386	...	...	...	2	...	1
DIVORCED	198	299	168	260	30	39	...	...	...	1	...	1

(See the area indicated by "c" on the sample table.) On the individual file card for each tract, add up (either by hand, adding machine, or calculator) the number of people both male and female, who are over 65 in that particular tract. At this point your file cards will resemble this one:



4. You will notice that the first set of numbers under each tract lists the total male and total female population for that tract. (See the area indicated by "d" on the sample.) For each tract you are considering add up the number of males and females to arrive at a total population figure for that tract. Record these numbers in the middle of each file card.

5. On each of the file cards you now have listed the number of people 65 or older in that census tract and the total number of people in the tract. To obtain the percentage of older people divide the total population into the number of older people. Your cards will look like this one:



6. Order each one of the file cards according to percentage with the highest percentage being first and so on down until the tract with the lowest percentage of older people is last.

7. Divide the total number of cards into four equal groups and label the first quarter of the cards (those with the highest percentage) "1", the second quarter "2", the third quarter "3", and the fourth quarter "4".

8. In the census data for your community, turn to Table P-1: General Characteristics of the Population. A sample table appears on the following page. At the bottom on Table P-1 is listed a figure called "Median Income: Family and Unrelated Individuals." (See area indicated by "a" on sample.) For each of the tracts you are considering write on that card the median income figure for the family and unrelated individual category.

9. According to income, order the cards, with the lowest income coming first and so on until the tract with the highest median income is last.

10. Divide the cards into four equal groups, labelling the first quarter (the lowest income cards) "1", the second quarter "2", the third quarter "3", and the fourth quarter "4". Your cards will now resemble this one:

```
                                                          0002

130          1159                          43.1 or 43.1%  $6067
134          1400          2559 )  1103.000
128          1559                  1023 6
177                                  79 40
 98                                  76 77
111                                   2 630        1,4
 72                                   2 559
 77                                      71
 45
 59
 13
 31
 11
 17
1103
```

The "1" refers to the fact that tract 0002 is in the first quarter in terms of its percentage of older people. The "4" indicates that it is in the fourth quarter in terms of income.

Table P-1.—GENERAL CHARACTERISTICS OF THE POPULATION, BY CENSUS TRACTS

[Asterisk (*) denotes statistics based on 25-percent sample. Population per household not shown where less than 50 persons in households. Median not shown where base is less than 200]

SUBJECT	COUNTY			MINI CITY									
	TOTAL	ATLANTIC CITY	BALANCE (UNTRACTED)	TRACT 0001	TRACT 0002	TRACT 0003	TRACT 0004	TRACT 0005	TRACT 0006	TRACT 0007	TRACT 0008	TRACT 0009	TRACT 0010
RACE AND COUNTRY OF ORIGIN													
TOTAL POPULATION	160 880	59 544	101 336	2 061	2 559	3 128	2 881	2 833	3 166	2 200	3 634	2 611	2 731
WHITE	132 393	37 849	94 544	2 059	2 551	3 128	2 834	2 825	3 163	2 200	3 609	2 550	255
NEGRO	28 225	21 532	6 693	2	8	3	42	...	1	...	19	12	2 469
OTHER RACES	262	163	99	...	...	1	5	8	2	...	6	49	7
BORN IN PUERTO RICO*	702	75	627	...	...	...	...	...	...	...	...	...	...
PUERTO RICAN PARENTAGE*	220	58	162	...	...	...	...	...	...	...	...	...	...
TOTAL FOREIGN STOCK*	43 695	16 [illegible]	27 180	523	1 489	1 234	1 793	965	1 434	743	1 688	922	115
FOREIGN BORN	13 795	6 674	7 121	138	502	445	880	268	518	249	821	374	35
NATIVE, FOR. OR MIXED PARENTAGE	29 900	9 841	20 059	385	987	789	913	697	916	494	867	568	80
UNITED KINGDOM	5 204	1 882	3 322	105	107	143	118	121	49	68	220	221	11
IRELAND (EIRE)	2 746	1 304	1 442	94	29	95	78	74	81	166	101	93	...
NORWAY	367	97	270	...	...	...	...	...	...	...	5	...	...
SWEDEN	297	32	265	...	4	16	...	4	...	...	...	...	...
GERMANY	4 437	1 055	3 382	49	49	125	71	65	18	31	104	100	21
POLAND	2 193	697	1 496	5	56	41	108	38	12	16	89	48	6
CZECHOSLOVAKIA	458	76	382	4	9	4	4	7	...	...	10	5	...
AUSTRIA	1 529	641	888	22	117	49	99	21	24	26	41	44	...
HUNGARY	1 036	353	683	8	53	14	63	9	18	...	22	31	...
U.S.S.R.	7 074	4 266	2 808	21	600	263	919	49	9	65	677	171	...
ITALY	11 954	3 104	8 850	119	217	342	162	394	985	313	35	49	36
CANADA	1 067	329	738	48	13	18	5	44	54	7	26	21	9
MEXICO	50	21	29	...	...	...	...	...	...	...	...	...	4
ALL OTHER AND NOT REPORTED	5 283	2 658	2 625	48	235	124	166	139	184	51	358	139	28
HOUSEHOLD RELATIONSHIP													
POPULATION IN HOUSEHOLDS	157 757	57 723	100 034	2 061	2 559	3 111	2 606	2 800	3 121	2 138	3 439	2 373	2 545
HEAD OF HOUSEHOLD	52 193	21 021	31 172	578	976	1 245	1 248	844	970	745	1 809	1 156	1 052
HEAD OF PRIMARY FAMILY	41 544	14 686	26 858	522	787	934	802	740	797	541	881	566	535
PRIMARY INDIVIDUAL	10 649	6 335	4 314	56	189	311	446	104	173	204	928	590	517
WIFE OF HEAD	34 793	11 132	23 661	446	649	729	659	616	619	436	663	380	360
CHILD UNDER 18 OF HEAD	45 001	13 394	31 607	825	421	561	323	766	832	490	310	228	430
OTHER RELATIVE OF HEAD	21 653	9 567	12 086	191	459	523	323	510	613	350	524	442	429
NONRELATIVE OF HEAD	4 117	2 609	1 508	21	54	55	53	64	87	117	133	167	274
POPULATION IN GROUP QUARTERS	3 123	1 821	1 302	...	...	17	275	33	45	62	195	238	186
INMATE OF INSTITUTION	1 359	483	876	...	...	4	116	8	11	35	2	28	...
OTHER	1 764	1 338	426	...	...	13	159	25	34	27	193	210	186
POPULATION PER HOUSEHOLD	3.02	2.75	3.21	3.57	2.62	2.50	2.09	3.32	3.22	2.87	1.90	2.05	2.42
MARRIED COUPLES*	36 107	11 573	24 534	445	707	809	649	636	676	399	717	445	404
WITH OWN HOUSEHOLD	35 106	11 125	23 981	445	680	770	637	605	639	387	700	424	383
WITH OWN CHILDREN UNDER 6	10 112	2 616	7 496	170	85	119	49	159	203	116	90	48	72
WITH OWN CHILDREN UNDER 18	18 313	4 769	13 544	312	193	290	143	336	361	196	162	103	136
WITH HUSBAND UNDER 45	15 722	4 213	11 509	259	141	235	86	293	303	155	170	95	145
WITH OWN CHILDREN UNDER 18	12 928	3 245	9 683	231	95	167	64	261	263	133	93	50	100
UNRELATED INDIVIDUALS*	16 153	10 300	5 853	61	172	320	519	189	288	388	1 349	1 012	1 015
PERSONS UNDER 18 YEARS OLD*	49 557	15 424	34 133	878	434	629	434	839	893	519	341	299	574
LIVING WITH BOTH PARENTS*	40 870	10 402	30 468	742	358	544	197	691	746	493	247	207	310
*SCHOOL ENROLLMENT													
TOTAL ENROLLED, 5 TO 34 YEARS OLD	32 636	10 227	22 409	591	385	515	331	637	624	356	127	223	298
KINDERGARTEN	2 361	629	1 732	29	21	14	...	41	32	...	8	27	10
PUBLIC	2 169	557	1 612	21	12	...	...	37	20	...	...	27	10
ELEMENTARY (1 TO 8 YEARS)	22 276	7 061	15 215	407	233	284	230	402	444	211	78	115	187
PUBLIC	18 251	5 672	12 579	287	203	154	130	283	205	113	4	79	187
HIGH SCHOOL (1 TO 4 YEARS)	7 537	2 407	5 130	155	102	206	101	190	127	129	32	75	96
PUBLIC	6 634	2 050	4 584	115	95	176	80	128	127	108	23	39	96
COLLEGE	462	130	332	...	29	11	...	4	21	16	9	6	5
*YEARS OF SCHOOL COMPLETED													
PERSONS 25 YEARS OLD AND OVER	100 758	39 931	60 827	1 080	1 967	2 329	2 324	1 789	2 003	1 520	3 117	2 172	1 978
NO SCHOOL YEARS COMPLETED	3 185	1 782	1 403	4	83	77	288	30	99	82	253	47	70
ELEMENTARY: 1 TO 4 YEARS	5 479	2 743	2 736	34	61	76	153	157	187	105	100	59	177
5 TO 7 YEARS	16 832	7 536	9 296	132	268	320	293	188	566	335	580	397	509
8 YEARS	20 034	8 349	11 685	279	417	436	539	435	475	254	588	618	353
HIGH SCHOOL: 1 TO 3 YEARS	21 682	8 823	12 859	281	346	540	384	404	319	291	629	360	444
4 YEARS	23 706	7 847	15 859	297	523	652	413	478	309	364	706	423	292
COLLEGE: 1 TO 3 YEARS	5 671	1 788	3 883	36	132	143	148	51	36	70	137	147	122
4 YEARS OR MORE	4 209	1 103	3 106	17	137	85	146	46	12	19	124	101	11
MEDIAN SCHOOL YEARS COMPLETED	9.7	9.0	10.2	10.0	10.3	10.4	8.9	9.6	8.3	8.9	9.2	8.9	8.7
*RESIDENCE IN 1955													
PERSONS 5 YEARS OLD AND OVER, 1960	145 301	54 790	90 511	1 800	2 467	2 971	2 789	2 616	2 903	2 035	3 553	2 548	2 539
SAME HOUSE AS IN 1960	80 885	28 978	51 907	1 109	1 477	1 570	1 236	1 768	1 989	1 322	1 863	1 361	1 651
DIFFERENT HOUSE IN U.S.	60 448	23 850	36 598	626	976	1 326	1 418	786	831	608	1 488	971	752
CENTRAL CITY OF THIS SMSA	22 727	16 959	5 768	458	410	865	740	560	704	472	924	603	554
OTHER PART OF THIS SMSA	18 894	1 423	17 471	72	228	194	141	55	61	...	110	35	17
OUTSIDE THIS SMSA	18 827	5 468	13 359	96	338	267	537	171	66	136	454	333	181
NORTH AND WEST	15 836	4 103	11 733	65	321	215	492	162	66	69	376	307	111
SOUTH	2 991	1 365	1 626	31	17	52	45	9	...	67	78	26	70
ABROAD	1 168	353	815	23	5	31	44	...	43	7	17	19	...
MOVED, RESIDENCE IN 1955 NOT REPORTED	2 800	1 609	1 191	42	9	44	91	62	40	98	185	197	136
*FAMILY INCOME IN 1959													
ALL FAMILIES	41 825	14 755	27 070	521	833	964	822	768	772	531	888	542	527
UNDER $1,000	2 215	998	1 217	36	35	31	81	33	51	31	89	30	70
$1,000 TO $1,999	3 136	1 652	1 484	30	53	42	96	53	82	65	92	35	111
$2,000 TO $2,999	4 284	2 295	1 989	53	69	89	99	92	113	87	108	89	100
$3,000 TO $3,999	4 859	2 198	2 661	97	56	138	123	43	100	97	99	105	136
$4,000 TO $4,999	5 506	2 168	3 338	72	94	123	86	136	182	70	181	45	43
$5,000 TO $5,999	5 181	1 432	3 749	57	62	144	36	104	72	68	49	61	61
$6,000 TO $6,999	4 395	1 085	3 310	40	82	108	69	64	57	53	59	46	6
$7,000 TO $7,999	3 304	865	2 439	42	70	78	64	43	63	3	38	50	...
$8,000 TO $8,999	2 448	599	1 849	51	38	50	47	73	11	15	39	57	...
$9,000 TO $9,999	1 599	449	1 150	20	33	41	22	46	11	19	42	4	...
$10,000 TO $14,999	3 380	688	2 692	15	108	94	43	73	30	23	75	20	...
$15,000 TO $24,999	1 073	198	875	8	72	16	33	...	...	...	17	...	...
$25,000 AND OVER	445	128	317	...	61	10	23	8	...	...	...	...	...
MEDIAN INCOME: FAMILIES	$5 176	$4 108	$5 759	$4 618	$4 379	$5 410	$4 140	$5 260	$4 220	$3 851	$4 309	$4 267	$2 825
FAM. & UNREL. INDIV.	$4 093	$2 778	$5 180	$4 236	$4 067	$4 625	$3 130	$4 769	$3 355	$2 532	$2 204	$2 200	$1 696

a

11. Now sort out those cards which are labelled "1,1". These are the cards which indicate the percentage of older people is very high and the income quite low. The cards in this category will be your primary target area. On your census tract map put a "1" in each census tract which is a primary target area.

12. Separate all cards which are labelled "1,2", that is, they fall in the first quarter in terms of older people and the second quarter in terms of income. Label these census tracts "2" on your map. Do the same for cards marked "2,1", labelling those census tracts "3". Label cards "1,3" tracts "4", cards "2,2" tracts "5", and cards "3,1" tracts "6". See Appendices C and D for how this is done for two cities, one small and one large.

After you have labelled your census tracts you will probably see a pattern developing. Census tracts with a high number of older people and a low income tend to be together in one or more areas of the city.

> For example, in Maxi-City (Appendix D) you will note that all the "1's" are located generally in the center of the city. Sometimes the pattern will not be as clear as this, and you will have to take a good look at where most of the "1's", "2's", and "3's" fall in order to get a picture of one or more areas of concentration.

It may be that there are census tracts in the primary target area which you have not labelled. Refer to your data and check to make sure that your calculations are right; also check to see whether this area has a fairly high percentage of older people. It would be reasonable to include it if the entire census tract, or even part of the tract, has a reasonably high percentage of older people.

Draw a line, as close to a circle as you can, around the area which seems to be the primary target area for the outreach service. It may be that this area will be in the downtown section of your city. And it could well be, as it is in Maxi-City, that this is an area of fairly low density, i.e., few people in a large area. After deciding on the area, you should drive through it to find what it is like and what kind of housing is predominant.

When dealing with a smaller city you might need to be more flexible in the way you set up the primary outreach area.

> For example, in Mini-City (Appendix C) census tract 7, which is unlabelled, comes between tracts 8 and 9, which are "1's", and census tract 4, which is a "4" area. In this case, in tract 7 the percentage of older people is 16.9. While 16.9% is not high for Mini-City, it is quite high for the total national population (which is about 10 percent).

There are certainly enough people living in tract 7 to warrant an outreach effort. Also, in looking at the other data for this area, you will note that tract 7 has a very low income level, which is another good reason to include it in the primary outreach area. For Mini-City, the outline for the outreach area is not a circle, but a rectangle, which would then include census tracts 9, 8, 18, 7, and 4. This then is your primary outreach area.

It would be ideal to canvass the whole city in your efforts to find and assist older people. Usually, this will not be possible. You will want to concentrate, after you have finished with the primary outreach area, on other areas which have a high population of older people. These areas may be adjacent to the primary outreach area, as in Mini-City where tracts 2 and 3 have over 20 percent older people. Or these areas may be in a different part of the city than the primary outreach area.

> For example, in Maxi-City, there are a number of secondary areas, such as the one including B8, D9, E5 and the area including K1, K5, and K6.

In dealing with these other areas you will want to follow the same principle, that is, to decide on a general area, to make it as close to a circle pattern as you can, and to work out from the middle of this pattern in your outreach

activity. The reason for proceeding this way is that it allows word to spread about your activity and people are more likely to be receptive to talking to you.

If You are Not Using Census Tract Data

If census tract data is not available, check with local agencies such as the Health and Welfare Council and Public Health Department, to find out if they have done a recent survey of the community which might give you information about where older people live. Also, contact the Social Security Office and/or the Old Age Assistance Section of the county welfare department to ask their cooperation in obtaining information about where most of the recipients of their services live. This would not be a breach of confidence, as you do not wish to know specific names, but rather the areas of the community where most older people reside. If this information is not available, it will be necessary to use your own knowledge of the community and the knowledge of others who are quite familiar with it to decide the areas in which to provide the outreach service.

> For example, you might want to talk with a local minister who is active in community affairs, a member of a governing body of the area, such as the mayor, or perhaps a service for older people which now exists in the community, such as Meals on Wheels, Visiting Nurse Association, senior centers, and housing for the elderly.

After having obtained the information about where many of the older poor in the area live, refer to a map of the city to obtain a perspective of how the areas where the older people live fit into the total community pattern. Indicate on the map the outreach service areas by shading or outlining them.

The next step is to divide the selected outreach service area into sections. A logical way to do this is to begin with the central section of the outreach area and to work out from the center. The reason for doing this is that the information about the outreach service tends to spread out from the center of the circle. People who have already heard about the information and referral center will usually be more receptive to the outreach worker.

It may be that the older people in the community do not live in one particular area, but in a number of separated areas in the community. If feasible, it would then make sense to start with the area which has the highest concentration of older poor people and then to move on to the other areas, with the preference given to those areas which have the highest concentration of older poor people. Density of population is another factor to consider.

> For example, if there are two areas which have approximately the same number of older poor living in them, but one area has a higher population density (that is, more people living closer together), it would be preferable to start with this area since it would take less time to cover.

Making Canvassing Assignments

You need to have a city map on hand. If you have used census tract data, transfer the boundaries that you have set up on your census tract to the city map.

In making the canvassing assignments start with the blocks around the center of the area and work out from there. How fast your workers will be able to cover the area will depend on how many people live in the area, how dense the population is, how many people are interested in talking to them, and the living situation in the area.

For example, it will usually be easier to canvass a senior citizen high rise project than a number of individually owned homes which are far apart.

You can roughly estimate that your outreach workers, after a bit of initial experience, will be able to complete interviews with two people a day. Therefore, in setting up your canvassing you can estimate how long it will take your workers to cover blocks or areas.

For example, in census tract 8 of Mini-City, there are 1307 people who are age 65 or over. Looking on the city map you will see that cnesus tract 8 (see Appendix E) covers 14 blocks. There are approximately 93 older people living in each block of the area. Using the figure of two interviews a day, if you had five workers working in that block, it would take them approximately ten days to canvass that entire block. It would take the same five workers approximately six months to canvass all of census tract 8. (It should be noted here that this is an extremely high number of older people living in a census tract and probably would not be found in most situations.)

If you are not using census tract data, you will have to rely more on your knowledge of the area to estimate how much of it your workers can cover. Since the area is to be worked from the center outward, you can gear the extent of the activity to the number of workers and the time that you have.

For example, in Mini-City, covering tract 8 might be all that you could expect to do in your outreach service, with five workers.

Prior to starting the outreach service, you will want to announce to the residents by letter drop that you will be coming to their homes. While your workers are doing this, you will want to have them make careful note of the living arrangements and building which exist in the blocks which they plan to canvass. In an area such as census tract 8 of Mini-City, there might be a large library or hospital which takes up one entire block. You could then eliminate that block when you make your canvassing assignments. You will want to make your daily assignment sheets to include one side of a block.

For example, in Mini-City one assignment would be to cover the north side of Michigan Avenue between Boardwalk and Pacific. At the same time another worker would be covering the east side of Pacific Avenue between Michigan and Ohio. Be careful that each assignment can be finished in two or three days. You will want to be slightly ahead of the workers so that if they should finish their block early in the day, they would not have to come back to the center for their next assignment. For a suggested Canvassing Assignment Sheet form, see Appendix F.

Pre-canvassing activities*

1. It has been found in other outreach programs that people who have heard of the program before are more receptive to talking to the outreach worker. They are also more likely to avail themselves of the services which the information and referral center has to offer. Therefore, beginning two weeks to a month prior to the onset of the outreach canvassing, you will want to begin a program of informing the area about the information and referral center and the outreach program.

   One way of doing this is to contact the public media, such as the newspaper, radio, and television stations. A second, and also a very effective way of informing people of the outreach program, is to enlist the assistance of people who come into contact with the elderly. It is suggested that ministers whose churches and synagogues are in the outreach area be contacted. If they are willing, they can mention the program in a service, in the bulletin, and to particular groups of older people.

*Acknowledgement and appreciation is given to Mr. Lester Fox of REAL Services, South Bend, Indiana, who supplied many of the ideas discussed in this section.

Also, if the area to be covered includes a senior citizens' center or club, it would be wise to speak either to the membership directly or to the people on the staff. Other people to be contacted will depend on the community and the particular area to be covered.

2. The second pre-canvass task is to discuss the outreach function with the Better Business Bureau and the police department. This is done as a protection to the outreach service. Frequently people whom you will wish to interview will be suspicious that you are trying to sell them something or to obtain entrance to their homes for illegal purposes. If you have cleared the service with the Better Business Bureau and police department, the outreach service can then suggest to them that they can call these places if they wish to.

3. The third task to be done before the outreach service is begun is to drop an announcement letter at each home in the area. It is best if the announcement letter is written by a person who is well respected and known in the community. This person might well be a minister, doctor, or a person involved in providing social services for the community. Probably you have someone on your advisory board who would be willing to announce the service by letter. It is suggested that the letter be dropped one or two days prior to the time that the outreach worker will be coming to the home. Therefore, after deciding in which order the blocks will be canvassed, you will need to keep a day or two ahead of the canvassing group in the letter drop. Your letter might read like the sample one in Appendix G.

4. Prior to beginning the outreach service, assemble with the outreach workers their interviewing kit. The interviewing kit, which the outreach worker will carry with him as he canvasses, whould include the following:

   1) The interviewing schedule (see Appendix H).

   2) A copy of the announcement letter which was dropped at each home prior to the outreach worker going to interview the person. This announcement letter should be enclosed in plastic or some other protective material so that it will continue to look clean and neat. It is also preferable to have on the other side of the announcement letter a copy of a newspaper clipping which has recently appeared announcing the information and referral center or the outreach service. (Ideally, this clipping should include a photograph.)

   3) A copy of the directory to be given to each person interviewed.

   4) A letter to be left at homes where there is no answer. For a sample letter, see Appendix I.

   5) Self-addressed postcards which will be given to those people who are unable to contact the center by telephone or other means (see Appendix J).

Chapter 4: Being an Outreach Worker

The Job of Outreach Worker

The job of the outreach worker is to bring together older people who have needs with places which can help meet those needs.

To do this job the worker must help the older person be at ease in talking about the way his life is going. Then the worker can decide what problems the older person needs help with.

To find help for the problem, the worker will need to know what places in the community help others, exactly what help each gives, and which people can receive help at each place.

After knowing about the needs of the older person and the places which can help him, the outreach worker has to bring the two together. He will need to know what information to give the helping place. And he will have to help the older person feel at ease in receiving help.

In doing his job the worker will be reading about helping places and writing down information about people's needs on simple forms.

The outreach worker's job will be done by going to each home in areas of town where many older people live. The worker will find out if an older person lives at the home where he is calling and, if so, whether the older person has a need which is not being met. Then the outreach worker can begin his job of aiding the older person use the helping places which are in the community for him.

How to Interview

Introduction: Interviewing is the way you will make contact with older people. Through interviews you will help them make use of helping places in your town. Being a good interviewer is therefore very important.

Dress: One of the first things to think about is the way you will dress. The type of clothing you wear and your general appearance can influence how another person feels when he is with you. It is best to look neat, of course. Also your clothes should probably not look much different from what is usually worn in the area where you will be working. A woman will probably wish to wear stockings, a comfortable dress, and low-heeled shoes. Some people you will want to talk to might be "scared off" if they think you are a salesman. Therefore, it is suggested that men not wear a business suit and top-coat but rather a neat looking pair of slacks, comfortable shirt, and coat or jacket when needed. For the same reason, it is suggested that you not carry a briefcase, but rather carry your materials in a notebook or clipboard.

Beginning the Interview: Before you can actually begin an interview you will have to think about the definition of an older person. Any definition of "older," whether it be 45, 60, or 65 is artificial, so it is therefore not necessary to be strict about it. The best way to think about it is that anybody who feels he is old enough for the service is old enough. It is just as important to talk to a person who is 49 as it is to talk to a person who is 80. Some people, particularly those between 45 and 65, do not wish to think of themselves as older...it is important to respect their feelings.

At the beginning of the interview, it is important to make the older person feel comfortable with you. The first question on the interview schedule (see Appendix H) is a general one, "How are things going for you?" By asking it, you hope to show the older person that you are interested in him. You are not taking a survey. You are there to listen to him and to try to help. Your asking this question in a relaxed way will help him feel at ease with you.

After you have asked the first question, and perhaps as you go along, there may be pauses or silences. Don't feel you have to talk or ask another question. Wait. Give him a chance to answer you.

It is not important to obtain answers to all the questions in a very brief period of time or in a particular order. If the interview can be finished quickly that is fine. But if it takes longer to establish a comfortable relationship with the person so that he feels at ease in talking to you about his problems, then it is important to spend that time with him.

Most people like to tell things in their own time and in their own way. Because of this you might find yourself "off the subject" at times. While it is important to go at the older person's speed, you should draw him back to his present situation and how you might help him.

> For example, if a woman is talking about an illness she had ten years ago, you can politely shift the conversation back to the present by asking about her current health.

Being a Good Listener: Probably the most important thing in talking to another person is "being a good listener." Being a good listener means that your concern for what the person is telling you is shown to him by your concentration on what he is saying and your response to what he tells you. Different "good listeners" indicate their listening in different ways. One of the usual ways is to maintain eye contact with the person you are talking to. This means that you "look him in the eye" during most of your conversation with him.

Another way that good listeners indicate that they are really hearing what the person is saying is by sympathetic remarks in response to his statements. Frequently these remarks are such things as "uh huh," "I know how you feel," or simply a nod of the head. If you think of the people that you know who you would feel are "good listeners" you can probably think of other kinds of things they do which make you feel this way about them. On the other hand, if you think of people who you feel are not very good listeners, you will probably find that when they talk to you they are looking out the window or some other place rather than at you. They sometimes change the subject abruptly as if they aren't really concerned about what you are saying. And often they seem stiff and formal in their conversations with you.

Letting Him Decide: In asking the person questions and responding to him, it is important not to lead him into a particular answer. People who work with older persons often remark that they seem so happy to talk to you and so eager to please, that they often say what you want them to, rather than what they might actually be thinking

or feeling.

> For example, you are talking to a woman who needs clothes. The first thing that might come to your mind would be to suggest that a volunteer organization purchase them for her. If you suggest this to her she might well say it is okay with her. However, if you had asked for her ideas about how to solve the problem, she might have suggested what she would feel to be a better solution, perhaps having someone give her material or money for material so that she could sew her own dress.

Talking About Sensitive Areas: You will find that there are touchy areas which are difficult to talk about. Particularly sensitive areas are income and personal care. The interview schedule puts questions about income toward the end of the interview so that you will have an opportunity to establish a comfortable feeling with the person before bringing them up. It is suggested that if the person appears reluctant or refuses to talk about an area, you ignore it for the time being. If you think it worthwhile, attempt to return to the sensitive area later on. It is not crucial for the person to answer all the questions on the interview schedule, so if insisting on answering the questions would threaten your relationship with the person, it is better not to push him.

Being Aware of Behavior: In addition to being responsive to what the person is saying to you, it is also important to consider the person's general behavior. This would include such things as his tone of voice, facial expression, and the way he sits and moves his body. Sometimes this behavior can give you helpful information about what a person is feeling. And sometimes what he says and what he seems to be saying may be different.

For example, a woman might be saying to you that she has no concern about her health. But at the same time she might be sitting nervously on the edge of her seat, perhaps avoiding looking you in the eye.

Or, you may notice when you begin an interview, that while the person says that he is most happy to talk with you, he in fact appears quite shy and uncomfortable. He might be doing such things as mumbling, moving about the room as he talks, or nervously fiddling with his pipe. What he is saying and the way he is acting are telling you two different things.

Sometimes the kind of feeling that you're getting for a person or situation through his behavior is something that you just want to keep in mind because it might relate to what he does in the future.

You are talking to the man who says he's quite happy to talk with you and yet appears quite shy and uncomfortable. He might say that he is quite pleased about a referral to the Social Security Office and intends to go on his own. And yet you feel that because of his basic shyness it will be difficult, if not impossible, for him to do so. By being aware of this characteristic, you might suggest that you go with him to the Social Security Office, if he'd like.

Sometimes it is necessary to talk about the person's behavior because it is as important as what the person is saying to you.

You are talking to the woman who says she is not concerned with her health and yet her posture appears tense and her tone of voice concerned. You might want to say something like, "I notice that when we're talking about your health you seem somewhat uneasy and concerned about it and I'm wondering if perhaps you have some feelings of worry?" By recognizing her worry, you have given her an opportunity to talk about her feelings.

Recording Information: For the purpose of obtaining information about older people's problems and for helping particular people, it will be necessary for you to record certain information. The information will include the basic information on the interview schedule and the answers to the questions which are on the schedule. It will also include other information which you might receive that you think is important for further investigation or which would be

necessary in helping a person solve a problem. There are forms to be filled out for each attempted contact (See Appendix F) and a simple form to be filled out for those people whom you will be helping (See Appendix K).

Ending the Interview: Ending the interview is sometimes difficult. Particularly if the person is lonesome and has a lot of time on his hands, he is reluctant to let you go. When the interview has covered most of the important things you need to talk about with the person and it is time for you to end, do so firmly and nicely. Stress the fact that you have enjoyed talking to the person. If further contacts between the two of you are planned, such as if you are helping him to use the services of a community agency, you will want to specify when you will see him again and what will happen in the meantime.

Interviewing - What to Avoid

Giving Information You are Not Sure of: One of the areas of great importance is not to give information which you are not sure of. The reason for this is obvious. You don't want to lead people astray, nor do you want the I and R center to get the reputation of employing people who "do not know what they're talking about." Therefore, if in doubt, check with your supervisor to make sure that you give a person correct information.

Having Misunderstandings: A frequent problem is a person misunderstanding what you are trying to say to him.

For example, you might tell a man that you will come back in two days to talk with him about how he can obtain food stamps, because you have to find out more information about it yourself before you can discuss it with him. He may misunderstand and be dressed and ready to go to the food stamp center when you arrive.

If possible, it is best to get the person to give his ideas of what the plans are so that you can check out whether the two of you have a similar understanding. Also, it is helpful at times to leave certain information in writing so that the person can check back later as to such things as the next time you will be coming, what your phone number is, etc.

Giving Personal Advice: It is also important to refrain from giving people personal advice.

For example, there might be a time when a person is discussing a medical problem which a friend of yours may also have had. It might be very tempting to tell him that your friend took a particular type of medicine or did something else which helped him with the problem. You, however, do not want to have your advice substituted for professional advice, such as that of a doctor.

Becoming Personally Involved: Another area which sometimes gives difficulty is becoming too personally involved with the people you talk to. While making the person feel comfortable with you has been encouraged, you want to remember that you are not the solution to the person's problem. Rather you are a means of helping the person to receive the kinds of services that he needs.

For example, if the person needs new clothes, it is your job to refer him to an agency which deals with that matter even though you might have clothes of your own which you do not need and would fit him.

Similarly, if a person says that he is lonely, you will wish to refer him to a friendly visiting service, community club or other organization rather than you yourself continuing to spend time with him.

If you spend considerable time with a few, you would not be able to help the many who need you. In addition, one of the reasons for the information and referral center is to point out to the community the kinds of needs which the older people have and to encourage the community to provide services for those needs. If you yourself end up providing these services, you will ultimately be doing the community a disservice.

Sharing Confidential Information: In all your relations with the people you talk to, you will want to keep the information that they give you in strictest confidence, discussing it only with your supervisor and others whom the older person gives you permission to talk to. It is only too easy to forget this.

> For example, if you had talked to one woman who says she feels lonely and then you talk to a neighbor who says the same thing, you might immediately think of getting the two women together. This is a fine idea. However, you will want to check with each of them before giving their names to each other. So you would say to one of them, "There's another lady in your area who also has indicated that she's lonesome. Would you be interested in getting together with her?" If so, "May I give her your name?"

The reason for emphasizing this matter of confidentiality is that people expect and have the right to be treated with dignity and respect, which means protecting their privacy.

Interviewing - Problems You May Have

Being Turned Down: One of the situations which outreach workers sometimes run up against is having people turn them down when they knock on the door. For the person who has not done this type of work before, it is frequently "difficult to take." It's hard not to think of it personally and feel that the person is reacting to the kind of person

you are or to what you are saying. It helps to remember that presenting the information and referral program is quite similar to selling something. You give the person information about the program.but whether they wish to "buy" is up to them.

There are some people who won't open the door when you knock, even though they are home. Sometimes you can see these people through the window or have some other evidence that they are home. It is suggested that you make a note of this on your record sheet. Put a copy of the letter which you will have with you (See Appendix I) underneath the door. In this letter you will put down a specific time at which you will be returning to their house. It is important to follow up on these people because sometimes they are deaf and unable to hear you knocking or they may simply be frightened about opening a door to a stranger.

Sometimes people will open a door but are still reluctant to talk to you and will indicate to you that they do not wish to be interviewed. It has been the experience of others doing this work that it does not help to talk about the importance of the interview to them. It does sometimes help to suggest that the interview will be a change in routine to them. Emphasize that it will take just a few minutes and that, of course, there is no fee involved.

To deal with the reluctance of a person, it is sometimes necessary to find out why they don't want to talk to you. It might be that they think you are trying to sell them something. If so, you can suggest that they call the Better Business Bureau. Sometimes the person will feel ill or too busy at that time. Or he may feel that his house or his person is too messy so that he does not wish to invite you in. If

this happens, ask the person when it would be a good time for a later appointment.

Dealing With People Who Are Reluctant to Get Help: Sometimes it happens that a person talks willingly of his problems, but is reluctant to accept services. It is important, if you can, to find out what is at the bottom of this reluctance. Sometimes the person feels that receiving services, particularly financial, is "getting welfare." Usually the best answer you can give to this person is that he has been contributing to society all his life and that he has a right to the services which exist. In discussing financial assistance, you can emphasize that this assistance is like a prepaid insurance plan. That is, since he has been paying his taxes all his life he is now eligible for this service in return.

Sometimes people will say they feel there is no solution to their problem.

> A woman might say that she has been having a lot of pain in her back and she doesn't feel that it would be of use to talk to the doctor since he probably won't help anyway.

Sometimes it helps to talk about what good things would be possible if the problem were cleared up. With the woman mentioned, you could ask her what she would be doing if she didn't have back pain. Perhaps she would be enjoying baking for her friends, attending a church group, or taking walks. Encourage her to talk about these activities.

Interviewing - Things to Learn

Learning to Look Below the Surface: Probably the biggest job which people who are new to this kind of work have is learning to look "below

the surface." This means not only to concern yourself with the most pressing problem or the problem which the person tells you about but also those problems which are perhaps more basic.

> For example, you might assist a person in need of food by helping him to obtain an emergency food order from the relief department. But what will he do when that food runs out? Will he have the same problem again? Perhaps he needs ongoing financial assistance. Or maybe he needs help in budgeting his money more reasonably.

Many people have frequent emergencies because they have an unsolved problem which keeps causing a crisis. If you can help to solve the more basic problem you are indeed doing your job well.

Learning to Keep Facts Separate from Your Thinking: One of the ways in which you can become a really good outreach worker is to learn the difference between facts (what you see and hear) and what you think. The best way to explain the difference is by example.

> You talk to Mr. C., age 73, in his home. His speech sounds slurred and his hands are shaking. He says he has no appetite. You feel he must be sick.
>
> What you see is that he has shaking hands. What you hear is his slurred speech and his telling you he has no appetite. These are the facts. What you think about the facts is that Mr. C. is sick.

It is easy to "jump to conclusions" if you do not have all the facts. And since you decide to do or not do certain things based on what you think, you want to be very sure your thinking is correct. To be correct look at the facts you have (what you have seen and heard), see if you need more facts, and lastly check to make sure your thinking follows from the facts.

You have to decide whether you should encourage Mr. C. to see a doctor. Slurred speech and shaking hands usually mean a person is sick. But a number of older people have those problems. You decide to talk more with Mr. C. He says he's had a problem with his speech and his hands since his stroke seven years ago. The doctor told him he'd always have those problems. But he lost his appetite yesterday. From what Mr. C. has said (the facts) you think that it is too early to tell if he is sick. You decide to call him in two days to see how he is feeling.

Keeping facts separate from thinking will help you make good decisions. Also it will improve your ability to communicate.

Two days later you call on Mr. C. again. He still has no appetite and has been vomiting. He looks pale and weaker. You think he could be seriously ill. You decide to call the doctor.

Here is an example of poor communication:

"Hello, Dr. Jones? I am calling about Mr. C. He is pretty sick. I think you'd better see him right away."

The above is poor communication because you are talking about what you think. You could tell the doctor much more if you talk about facts.

"Hello, Dr. Jones? I'm calling about Mr. C. who is 73 years old. Two days ago he lost his appetite and today he started vomiting. He looks pale and weak to me. And of course he had that stroke seven years ago. I think you'd better take a look at him."

To summarize, facts are what you see and hear. Thinking is your ideas about the facts. If you keep the facts separate from your thinking, you can make good decisions and you can communicate well.

Using the Interview Schedule: As an aid to you in doing interviewing, a series of questions has been prepared which you can ask. This interview "schedule" (see Appendix H) is designed to be used as a flexible guide. The questions cover the various areas in which people have problems and for which there are resources available.

The aim in asking the questions is first to obtain a general idea of the person's life now. You can explore whether anything in his life is a problem for him. And if so, what help he is currently getting for the problem. The next step is to find out whether the help he is now getting, if any, is really helping and how you, the information and referral service center, and existing community resources can help him.

Frequently the words "explore" and "inquire" are used in the interview schedule. The ways in which you will explore will depend on the individual and on the type of resources which do exist in the community.

> For example, it is suggested that you ask of an unemployed person whether he is interested in being employed. You obviously would not ask this of an individual who is completely bedridden and unable even to take care of his personal needs.

Similarly when you start to explore in the area of health, the person's personal appearance might give you some clues as to what questions to ask.

> If he is in a wheelchair, you would sound a bit silly asking him if he has any health problems. Instead you would lead into the area by asking him something like how long he has used a wheelchair.

The way in which you will explore the areas will also depend on the resources which are in your town.

> If the person says that he is lonely and would like more company, you would probably not want to ask if he would like someone to visit him in his home, unless that type of visiting service is available in your community or you think you could make that arrangement for him.

The order in which the questions are asked is of relative unimportance. If you are talking about how a person spends his day and he gives you a lot of information about his job, then you can merely skip that section or ask only a few questions about it. It is suggested that you do leave the question about income until later in the interview as some people are sensitive about this. As you will notice, no specific questions about the amount of income are asked and it is suggested that this only be asked if it has importance in solving a financial problem.

When you are doing the canvassing, you will not only be concerned about talking to the people who will classify themselves as "older," but also people who might have relatives or friends who might be able to use the services of the information and referral center. Therefore, on the interview schedule it asks: If the person himself is not older, ask whether he has a friend or relative who is, and who might have a problem. In this regard, it is also important to remember that frequently an older person might also have parents who are older. You might be talking to someone in his early sixties about his problems, and he might also have parents who are living in the same community who are in their eighties.

Something to Remember: The services provided by the information and referral center are not gifts to the older people, they are rights to which they are entitled. Your contact with older people is an important experience for them. They must be made to feel that they are respected. Recognition of the importance of each person as an individual is of the utmost in every contact, however slight.

Chapter 5

Referral and Follow-Up

In doing your outreach activities you can anticipate that about 10% of the people you contact will need and be able to be referred to a community resource. The percentage may be very much higher than this in certain areas. It will also be higher if the outreach workers are very systematic in their problem-finding activities and in their follow-up.

Because the referral and follow-up processes and their importance are discussed thoroughly in other manuals in this series, it is suggested that you refer your outreach workers to them for learning about referral and follow-up.

VI: Appendices

A. Cities for Which Census Tract Data is Available

B. Where to Obtain Census Tract Data

C. Census Tracts in Mini-City, USA

D. Census Tracts in Maxi-City, USA

E. Street Map - Mini-City, USA

F. Canvassing Assignment Sheet

G. Sample Announcement Letter

H. Interview Schedule

I. Letter to be Left at Homes Where There is No Answer

J. Sample Postcard

K. Activity Sheet

Appendix A - Cities for which census tract data is available*

Abilene, Tex.
Akron, Ohio
Albany, Ga.
Albany - Schenectady - Troy, N.Y.
Albuquerque, N. Mex.
Allentown - Bethlehem - Easton, Pa. - N.J.
Altoona, Pa.
Amarillo, Tex.
Anaheim - Santa Ana - Garden Grove, Calif.
Anderson, Ind.
Ann Arbor, Mich.
Asheville, N.C.
Atlanta, Ga.
Atlantic City, N.J.
August, Ga. - S.C.
Austin, Tex.
Bakersfield, Calif.
Baltimore, Md.
Baton Rouge, La.
Bay City, Mich
Beaumont - Port Arthur - Orange, Tex.
Billings, Mont.
Biloxi - Gulfport, Miss.
Binghamton, N.Y. - Pa.
Birmingham, Ala.
Bloomington - Normal, Ill.
Boise City, Idaho
Boston, Mass.
Bridgeport, Conn.
Brockton, Mass.
Brownsville - Harlingen - San Benito, Tex.
Buffalo, N.Y.
Canton, Ohio
Cedar Rapids, Iowa
Champaign - Urbana, Ill.
Charleston, S.C.
Charleston, W. Va.
Charlotte, N.C.
Chattanooga, Tenn. - Ga.
Chicago, Ill.
Cincinnati, Ohio - Ky. - Ind.
Cleveland, Ohio
Colorado Springs, Colo.
Columbia, S.C.
Columbus, Ga. - Ala.
Columbus, Ohio
Corpus Christi, Tex.
Dallas, Tex.
Davenport - Rock Island - Moline, Iowa - Ill.
Dayton, Ohio
Decatur, Ill.
Denver, Colo.
Des Moines, Iowa
Detroit, Mich.
Dubuque, Iowa
Duluth - Superior Minn. - Wis.
Durham, N.C.
El Paso, Tex.
Erie, Pa.
Eugene, Oreg.
Evansville, Ind. - Ky.
Fall River, Mass. - R.I.
Fargo - Moorhead, N.D. - Minn.
Fayetteville, N.C.
Fitchburg - Leominster, Mass.
Flint, Mich.
Fort Lauderdale - Hollywood, Fla.
Fort Smith, Ark. - Okla.
Fort Wayne, Ind.
Fresno, Calif.
Gadsden, Ala.
Galveston - Texas City, Tex.
Gary - Hammond - East Chicago, Ind.
Grand Rapids, Mich.
Great Falls, Mont.
Green Bay, Wis.
Greensboro - Winston Salem - High Point, N.C.
Greenville, S.C.
Hamilton - Middletown, Ohio
Harrisburg, Pa.
Hartford, Conn.
Honolulu, Hawaii
Houston, Tex.
Huntington - Ashland, W. Va. - Ky. - Ohio
Huntsville, Ala.
Indianapolis, Ind.
Jackson, Mich.
Jackson, Miss.
Jacksonville, Fla.
Jersey City, N.J.
Johnstown, Pa.
Kalamazoo, Mich.
Kansas City, No. - Kans.
Kenosha, Wis.
Knoxville, Tenn.
Lafayett, La.
Lafayett - West Lafeyette, Ind.
Lake Charles, La.
Lancaster, Pa.
Lansing, Mich.
Laredo, Tex.
Las Vega, Nev.
Lawrence - Haverhill, Mass. - N.H.
Lawton, Okla.
Lewiston - Auburn, Maine
Lexington, Ky.
Lima, Ohio
Lincoln, Nebr.
Little Rock - North Little Rock, Ark.
Lorain - Elyria, Ohio
Los Angeles - Long Beach Calif.
Louisville, Ky. - Ind.
Lowell, Mass.
Lubbock, Tex.
Lynchburg, Va.
Macon, Ga.
Madison, Wis.
Manchester, N.H.
Mansfield, Ohio
McAllen - Pharr - Edinburg, Tex.
Memphis, Tenn. - Ark.
Meriden, Conn.
Miami, Fla.
Midland, Tex.
Milwaukee, Wis.
Minneapolis - St. Paul, Minn.
Mobile, Ala.
Monroe, La.
Motgomery, Ala.
Muncie, Ind.
Muskegon - Mukegon Heights, Mich.
Nashville - Davidson, Tenn.
New Bedfore, Mass.
New Britain, Conn.
New Haven, Conn.
New London - Groton - Norwich, Conn.
New Orleans, La

New York, N.Y.
Newark, N.J.
Newport News - Hampton, Va.
Norfolk - Portsmouth, Va.
Norwalk, Conn.
Odessa, Tex.
Odgen, Utah
Oklahoma City, Okla.
Omaha, Nebr. - Iowa
Orlando, Fla.
Oxnard - Ventura, Calif.
Paterson, Clifton - Passaic, N.J.
Pensacola, Fla.
Peoria, Ill.
Philadelphia, Pa. - N.J.
Phoenix, Ariz.
Pine Bluff, Ark.
Pittsburgh, Pa.
Pittsfield, Mass.
Portland, Maine
Portland, Oreg. - Wash.
Providence - Pawtucket - Warwick, R.I. - Mass.
Provo - Orem, Utah
Pueblo, Colo.
Racine, Wis.
Raleigh, N.C.
Reading, Pa.
Reno, Nev.
Richmond, Va.
Roanoke, Va.
Rochester, N.Y.
Rockford, Ill.
Sacramento, Calif.
Saginaw, Mich.
St. Joseph, Mo.
St. Louis, Mo. - Ill.
Salem, Oreg.
Salinas - Monterey, Calif.
Salt Lake City, Utah
San Angelo, Tex.
San Bernardino - Riverside - Ontario, Calif.
San Diego, Calif.
San Francisco - Oakland, Calif.
San Jose, Calif.
Santa Barbara, Calif.
Savannah, Ga.
Scranton, Pa.
Seattle - Everett, Wash.
Sherman - Denison, Tex.
Shreveport, La.
Sioux Falls, S.D.
South Bend, Ind.
Spokane, Wash.
Springfield, Ill.
Springfield, Mo.
Springfield, Ohio
Springfield - Chicopee - Holyoke, Mass. - Conn.
Stamford, Conn.
Steubenville - Weirton, Ohio - W. Va.
Stockton, Calif.
Syracuse, N.Y.
Tacoma, Wash.
Tallahassee, Fla.
Tampa - St. Petersburg, Fla.
Terre Haute, Ind.
Texarkana, Tex. - Ark.
Toledo, Ohio - Mich.
Topeka, Kan.
Trenton, N.J.
Tucson, Ariz.
Tulsa, Okla.
Tuscaloosa, Ala.
Tyler, Tex.
Utica - Rome, N.Y.
Vallejo - Napa, Calif.
Vineland - Millville - Bridgeton, N.J.
Waco, Tax.
Washington, D.C. - Md. - Va.
Waterbury, Conn.
Waterloo, Iowa
West Palm Beach, Fla.
Wheeling, W. Va. - Ohio
Wichita, Kan.
Wichita Falls, Tex.
Wilkes - Barre - Hazleton, Pa.
Wilmington, Del. - N.J. - Md.
Wilmington, N.C.
Worcester, Mass.
York, Pa.
Youngstown - Warren, Ohio
Mayaguez, P.R.
Ponce, P.R.
San Juan, P.R.

*This information was obtained from the U.S. Department of Commerce and is current as of January 1971.

Appendix B

Where to obtain census data*

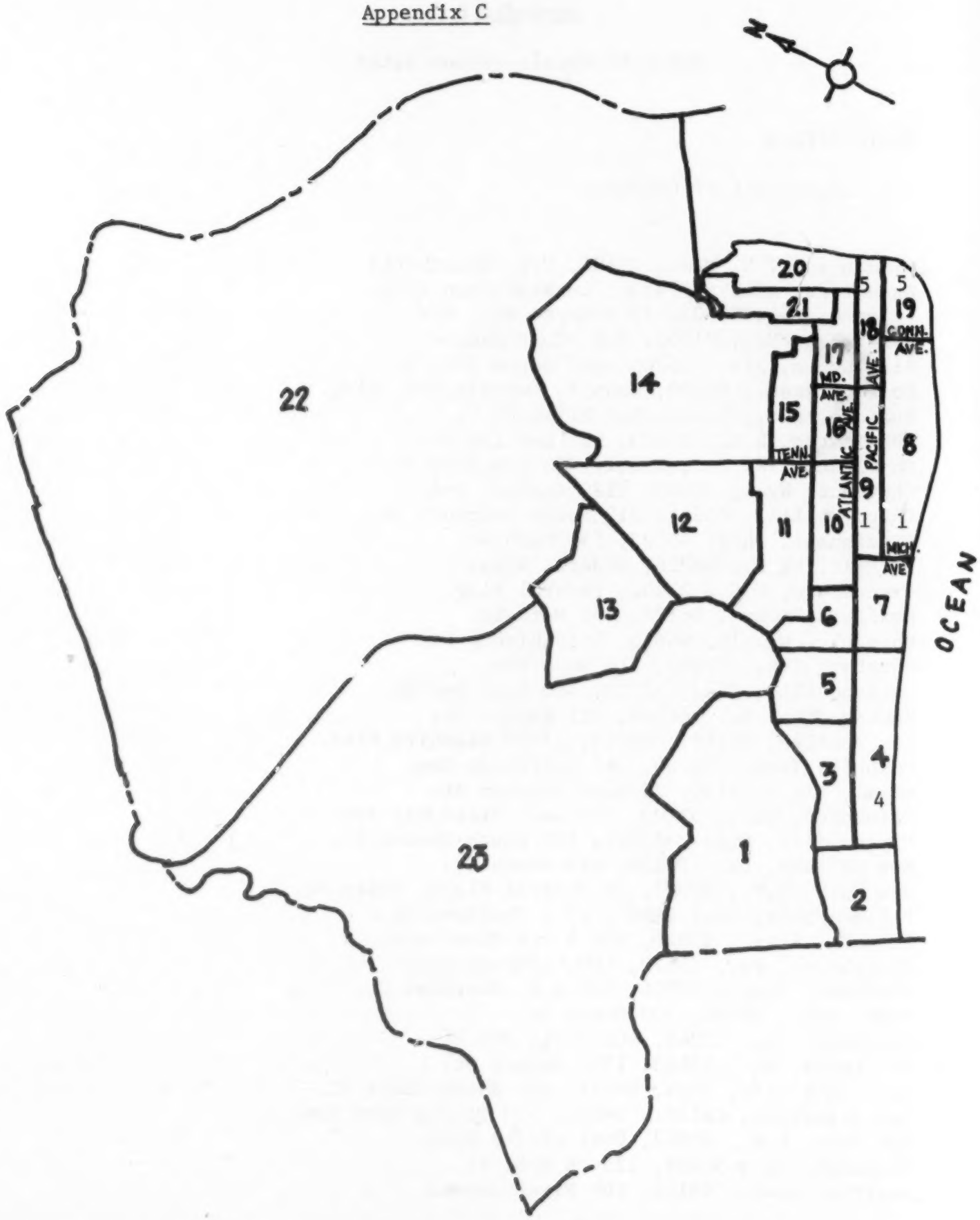
Field Offices

U.S. Department of Commerce

Albuquerque, N. Mex., 87101, U.S. Sourthouse
Anchorage, Alaska, 99501, Loussac-Sogn Bldg.
Atlanta, Ga., 30303, 75 Forsyth St., N.W.
Baltimore, Md., 21202, U.S. Customhouse
Birmingham, Ala., 35205, 908 South 20th St.
Boston, Mass., 02203, John F. Kennedy Fed. Bldg.
Buffalo, N.Y., 14203, 117 Ellicott St.
Charleston, S.C., 29403, 334 Meeting St.
Charleston, W. Va., 25301, 500 Quarrier St.
Cheyenne, Wyo., 82001, 2120 Capitol Ave.
Chicago, Ill., 60604, 219 South Dearborn St.
Cincinnati, Ohio, 45202, 550 Main St.
Detroit, Mich., 48226, Federal Bldg.
Greensboro, N.C., 27402, Federal Bldg.
Hartford, Conn., 06103, 450 Main St.
Honolulu, Hawaii, 96813, 1015 Bishop St.
Houston, Tex., 77002, 515 Rusk Ave.
Jacksonville, Fla., 32202, 400 West Bay St.
Kansas City, Mo., 64106, 911 Walnut St.
Los Angeles, Calif., 90024, 11000 Wilshire Blvd.
Memphis, Tenn., 38103, 147 Jefferson Ave.
Miami, Fla., 33130, 25 West Flagler St.
Milwaukee, Wis., 53203, 238 West Wisconsin Ave.
Minneapolis, Minn., 55401, 110 South Fourth St.
New Orleans, La., 70130, 610 South St.
New York, N.Y., 10007, 26 Federal Plaza, Foley Sq.
Philadelphia, Pa., 19107, 1015 Chestnut St.
Phoenix, Ariz., 85025, 230 North First Ave.
Pittsburgh, Pa., 15222, 1000 Liberty Ave.
Portland, Oreg., 97204, 520 S.W. Morrison St.
Reno, Nev., 89502, 300 Booth St.
Richmond, Va., 23240, 400 North 8th St.
St. Louis, Mo., 63103, 1520 Market St.
Salt Lake City, Utah, 84111, 125 South State St.
San Francisco, Calif., 94102, 450 Golden Gate Ave.
San Juan, P.R., 00902, Post Office Bldg.
Savannah, Ga., 31402, 125-29 Bull St.
Seattle, Wash., 98104, 909 First Avenue

*This information was obtained from the U.S. Department of Commerce and is current as of January 1971.

Appendix C



CENSUS TRACTS IN MINI CITY

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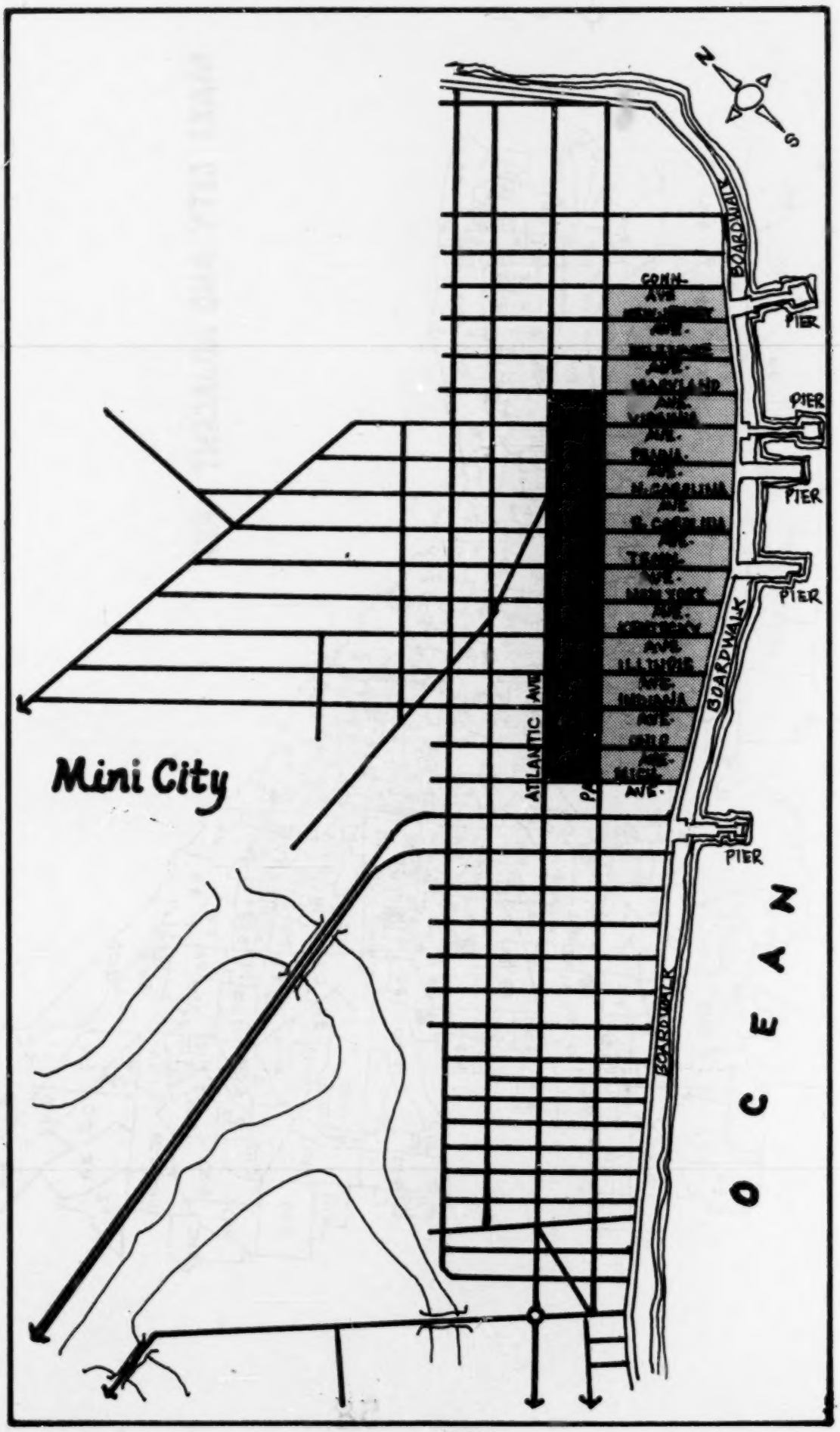
Appendix D

MAXI CITY AND ADJACENT AREA

Appendix E



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Appendix F

Canvassing Assignment Sheet

Worker:

Date:

Street canvassed: (e.g., east side of Drew Avenue between Lake Street and Sunset Boulevard)

Address	Result

NA - no answer

NI - not interested: specify why and also if recontact seems advisable

HGP - help given or planned; fill out form, "Activity Sheet"

Appendix G

Sample announcement letter

(TO BE TYPED ON OFFICIAL LETTERHEAD PAPER)

(name), has recently started to serve the people of (geographical area). (name) wants to find out about needs of older people in our community and to help them use the services our community has to meet those needs. Of greatest importance is the desire to help people continue to enjoy health and dignity as they grow older.

In the next few days a person from (name) will be knocking on your door. He will ask to talk to any older person in the household or anyone who is concerned about an older person. He will welcome the opportunity to visit with you.

Sincerely,

Appendix H

Interview Schedule

Introduction

Hello, I'm _____ of (name of center). We are interested in finding out about older people in (community) and in helping them with any problems they may have. (If person does not look old ask) Are there any older people living here? (If yes) Would now be a convenient time to talk with them? (If no) Do you or anybody in the house have an older friend or relative you are concerned about?

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Interview Data (To be filled in during or after the interview)

Name

Age

Marital Status

Sex

1. How are things going for you?

2. How is your home life?

   Do you live here alone or with others?

   If he lives with another person, is this a satisfactory arrangement for him?

   Do you rent or own your home?

   Explore whether this is a satisfactory arrangement in terms of whether the place where he lives meets his needs and whether the cost is reasonable for him. If he is not satisfied, ask him how things would have to be different for him to feel comfortable. If appropriate, discuss resources which exist in community.

3. How do you usually spend your day?

   Explore whether he would like to have more to do and/or whether he would like to have more contact with other people. Inquire about what types of activities he participates in and what other kinds he might be interested in. Ask him what hobbies he has or has had. If appropriate, discuss resources which deal with leisure time.

4. Are you presently working?

   If yes, explore type of work and whether it is part or full-time. Ask whether he is happy with his current employment. Inquire about whether he is thinking of retiring in the future. If yes, explore if he feels that he might have difficulty adjusting to retirement and whether he could use help with this. If appropriate, discuss community resources which help with retirement planning. If not working, inquire if he is interested in being employed. If he is, explore what type of employment, part or full-time, etc., and whether employment seems to be physically possible. If appropriate, discuss resources which deal with vocational planning.

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5. What kind of transportation do you usually use?

   Explore whether the person is happy with his transportation and if not, what type of help he might need.

6. Is you income enough to meet your regular needs?

   If no, explore what his source of income is. Ask whether he has any supplements to his income such as food stamps, living in public housing, etc.? Explore with him whether he might be eligible for an income source such as Public Assistance, Social Security, Veterans Pension, etc. If not eligible, whether he might be eligible for supplements to income such as food stamps, etc.

7. How is your health?

8. When was the last time you saw a doctor?

   If not within the last year, explore what has gotten in his way of seeing the doctor, who he would go to, whether he needs any help in arranging or paying for this service.

   If he has an ongoing or current health problem, ask him if he is having difficulty meeting the expenses this entails. Explore if he receives any extra services such as visiting nurse, physical therapy etc. Ask if he could use any help in paying for these and if he needs additional services such as homemaker service, VNA, etc.

9. Is there anything we haven't talked about which is a personal problem for you?

10. Do you have any older relatives or friends you are concerned about?

11. Can you think of anything our town needs that would help older people?

    Sum up with the person you are talking to what problems he or she has, if any, which you will help with. Be specific about what will be done and when the next contact with him will be.

    Leave a copy of the directory and a postcard, if appropriate.

Appendix I

(Letter to be left at homes where there is no answer.)

(TO BE TYPED ON OFFICIAL LETTERHEAD)

I am from (name of center). A few days ago you received a letter from (name of person) telling you the reason for my wanting to talk with you. I am knocking on the doors of all the homes in this area. If by mistake you didn't receive the letter, I'll explain that (name) has been set up to help older people use the services which are here in our community to meet their needs.

I am looking forward to talking with you and will come again on (date, day, afternoon or morning). If this is not a good time for you, please contact me at (phone number).

Sincerely,

Appendix J

(Postcard to be given to each person who does not have a telephone or other means of contacting the center in the future.)

The front of the postcard will be addressed to the center and affixed with a stamp. Back of the postcard will say, "I wish for someone from the (name of center) to visit me as soon as possible." Under that will be name and address to be filled in by outreach worker at the time of giving the person the postcard.

Appendix K

Activity Sheet

Worker's name:

Older person's name:

Address:

Date	Type of contact or activity e.g. telephone contact, visit to agency, etc.	Plans (specific plans and time estimate or when to be done)

GPO 914.383